

University of the Cumberland

School of Education

**REOL 631: Diagnosis of Procedures in Teaching
Reading and Practicum (3 Credit Hours)**

Course Syllabus – 2012, Spring 1

Thursdays, 8:00-9:30 PM EST

Online



Matrix Connecting Kentucky and University of the Cumberland's Standards to Course Name, Number

| I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII |
|---------------|--|-----|----|---|----|-----|------|----|---|----|-----|
| x | x | x | x | | | | | | | | |
| Standard I | Demonstrates applied content knowledge | | | | | | | | | | |
| Standard II | Designs and plans instruction | | | | | | | | | | |
| Standard III | Creates and maintains learning climate | | | | | | | | | | |
| Standard IV | Implements and manages instruction | | | | | | | | | | |
| Standard V | Assesses and communicates learning results | | | | | | | | | | |
| Standard VI | Demonstrates the implementation of technology | | | | | | | | | | |
| Standard VII | Reflects on and evaluates teaching and learning | | | | | | | | | | |
| Standard VIII | Collaborates with colleagues, parents, and others | | | | | | | | | | |
| Standard IX | Evaluates teaching and implements professional development | | | | | | | | | | |
| Standard X | Provides leadership within the school, community, profession | | | | | | | | | | |
| Standard XI | Demonstrates behavior supportive of the University's Mission Statement with particular emphasis on the Department's identified dispositions | | | | | | | | | | |
| Standard XII | Demonstrates behaviors supportive of the Kentucky School Professional Code of Ethics | | | | | | | | | | |

Unit's Conceptual Framework

The Department of Education at University of the Cumberland has adopted the motto "*Reflective Constructors of Quality Learning Experiences through Critical Thinking*" to communicate the key concepts of the conceptual framework for its professional education programs. The goal is to ensure that candidates become reflective constructors of quality learning experiences through critical thinking based on Christian values, respect for the truth, and concern for humanity. Emphasis is placed on providing experiences that help all students learn. Each certification program is connected to this philosophy as shown in the logo, at the Conceptual, Strategic, Evaluative or Communicative knowledge base.

Course Alignment with the Conceptual Framework- The case study, a major outcome of this course, reflects the tenet that "all students learn" as the candidate provides a K-12 student with an intervention program based upon his/her reflective process of diagnosing literacy-related strengths and weaknesses.

Caring, Strong Work Ethic, Critical & Creative Thinking

Academic Expectations covered

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 1.2 Students make sense of the variety of materials they read.
- 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

EPSB Themes covered: Diversity, Literacy, Closing the Achievement Gap, Assessment

Diagnosis of Procedures in Teaching Reading and Practicum
REOL 631

Professor: Dr. Nancy Kolodziej

Office: (virtual)

E-Mail: nancy.kolodziej@ucumberland.edu

Office Hours: Thursdays, 8:00-9:30 PM EST

Required Texts & Materials :

1) McAndrews, S.L. (2008). *Diagnostic literacy assessments and instructional strategies: A literacy specialist's resource*. Newark, DE: International Reading Association. ISBN: 978-0-87207-608-2

AND

2) Leslie, L., & Caldwell, J. S., (2011). *Qualitative Reading Inventory*, 5th edition. Boston: Allyn & Bacon. ISBN: 978-0137019236. (The 4th edition does not contain all materials that the 5th edition contains.)

Prerequisites: REOL 531 and REOL 630

Catalog Description and Credit Hours: This course will deal with a diagnostic-prescriptive approach to teaching and learning. The diagnosis will relate to (1) informal testing; (2) standardized tests; and (3) criterion-referenced tests. The prescriptions for teaching will be directly related to the diagnostic data gathered from testing. Tests and materials from reading and content areas will be used as a basis for identifying and planning for individual needs.

Course Description/Format/Pedagogical Features: This course focuses on literacy assessment and required application of course content through the completion of a case study of a child in grades K through 12. . The case study requires the administration of several assessments to diagnose literacy-related strengths and weaknesses. The culminating assignment requires implementation of several interventions in a tutorial setting.

Alignment of Course Objectives, Tasks and Outcomes as related to Standards, Themes and Initiatives

EPSB Themes: Diversity, Literacy, Assessment, Closing the Achievement Gap, School Safety
Kentucky Teacher Standards (KTS); NCTE (National Council of the Teachers of English (NCTE);
International Reading Association (IRA)

| REOL 631 Course Objectives | Standards (KY) & EPSB Themes (D=Diversity, L=Literacy, Assessment, C=Closing the Achievement Gap, A=Assessment) | IRA Standards (Please see the next page for the full standards) | Learning Tasks /Program Outcomes * = Hallmark Assignment |
|--|---|---|--|
| Upon successful completion of this course, students will: | | | |
| know and be able to use a variety of diagnostic literacy assessment instruments; | 1, 5, 6, D, L, A | 3.1, 3.2 | Case Study* |
| be able to assess the strengths and limitations of such instruments—what they can and cannot do in diagnosing literacy levels and challenges; | 1, 5, D, L, A | 1.3, 3.1, 3.2, 3.3 | Case Study* |
| discuss the instructional or pedagogical implications and possibilities that those instruments suggest or clarify; | 2, L, A, C | 2.2, 3.1, 3.2, 3.3, 3.4 | Case Study* |
| know how case studies can assist both in diagnosing students with reading and/or writing weaknesses and in illuminating appropriate strategies for | 1, 2, 4, 5, D, L, C, A | 1.3, 2.2, 3.4 | Case Study* |

| | | | |
|---|--|------------------------------------|---|
| remediation; understand emergent literacy—what it is and how it can be effectively assessed; | 1, L, A | 1.3, 2.2 | Case Study* |
| discern and dissect the impact of student attitudes and motivation on literacy development | 1, 2, 4, 5, D, L, C, A | 1.3, 2.2, 3.3, 5.2 | Case Study* |
| Utilize the reading and writing standards mandated by the No Child Left Behind (NCLB) legislation, the SPA standards, and the KCAS (Kentucky Core Academic Standards) in developing, implementing, and analyzing KTIP lesson plans; | KTS 1, Diversity, Literacy, C, Assessment IRA/NCTE 1, 2 | 2.1, 3.1, 3.2, 3.3, 3.4, 4.2 | Cooperative Chats, Written reflections, observations, case study* , Chat presentations |
| Conduct a case study of a struggling reader utilizing multiple assessment strategies, developing, implementing, and analyzing a planned series of KTIP-format, K-CAS and SPA-standards-based lesson plans to address the assessed deficits through the learner's strengths; | KTS 1, Diversity, Literacy, C, Assessment IRA/NCTE 1, 2 | 2.1, 3.1, 3.2, 3.3, 3.4, 4.2 | Cooperative Chats, Written reflections, observations, case study* , Chat presentations |
| Accrue and document a minimum of 15 field experience hours | KTS 1, Diversity, Literacy, C, Assessment IRA/NCTE 1, 2 | 2.1, 3.1, 3.2, 3.3, 3.4 4.2 | Observations, teaching, written reflections, case study* |
| demonstrate professional, courteous behaviors in all aspects of the course, including developing original products, eschewing plagiarism, adhering to copyright guidelines, maintaining student & colleague confidentiality, and using appropriate language use in oral and written communications. | 1, 6, 7, 11, 12, | 6.1, 6.2, 6.3 | Cooperative Chats, Chat presentations, Discussion postings, written reflections, observations |

NOTE: Only Standard 6.4 is absent from this IRA Standards 2010 alignment with ENOL 532. Candidates are encouraged, not required, to join the International Reading Association, their state reading association, and local organizations dedicated to reading research and advancement.

This course aligns with the following standards from International Reading Association's *2010 Standards for Reading Professionals* (<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>):

Field Experience Requirements: 15 hours required. Please see additional information within this syllabus.

REQUIRED Field Experience DOCUMENTS:

1. 30 to 40-minute KTIP lesson plan template, A-1, A-2, & Task C in one file
2. [Teacher verification form](#)
3. Electronic online field experience form submitted at:
<https://ucmail.ucumberlands.edu/educationforms/>

Class Attendance, Plagiarism and Grade Appeal Process: Refer to the University of the Cumberlands' policies in the University Catalog and Student Handbook.

Academic Accommodations: "Students who may have a disability meriting an academic accommodation should contact the Academic Affairs Office in GATL 114 to ensure their needs are properly evaluated and that documentation is on file. Any accommodations for disabilities must be re-certified each semester by the Academic Affairs Office and the Special Accommodations Committee before course adjustments are made by individual instructors." (This is verbatim from the UC catalog.)

Course Guidelines and Behavioral Expectations:

Policy Regarding Late Assignments

Please note that **being on time** for all assignments is imperative in this course. Follow the dates listed on this document and also in the course calendar in the course's site. If there are reasons that you cannot make a due date, please notify me **in advance** to see if special circumstances may be permitted. You are permitted to work ahead on assignments.

Plan of Evaluation:

| Possible points | Assignments |
|-----------------|---|
| 30 | Chat Session Attendance |
| 6 | Case Study Preliminary Information |
| 39 | Case Study Assessment Results |
| 41 | Case Study Goals, Interventions, & Reflection |
| 20 | Time Sheet |
| 136 | TOTAL |

Grading Scale: Total possible points = 136

A = 122 – 136

B = 108 – 121

C = 81 – 107

F = <81

Writing Expectations: Candidates will communicate results of various literacy assessments in several written documents. Data from each assessment will then be integrated into one final case study paper in which evidence from the assessments will be integrated to discern literacy-related needs and strengths of the case study subject.

Technology Outcomes: Candidates will use technology to administer case study assessments and to convey that information several written documents.

Current, Updated Bibliography:

- Barr, R., Blachowicz, C., Bates, A., Katz, C., & Kaufman, R. (2007). *Reading diagnosis for teachers: An instructional approach* (5th ed.) Boston: Allyn and Bacon.
- Caldwell, J., & Leslie, L. (2005). *Intervention strategies to follow informal reading inventory assessment: so what do I do now?* Boston: Pearson Education.
- Combs, M. (2002). *Readers and writers in primary grades: A balanced and integrated approach* (2nd ed.). NJ: Merrill Prentice Hall.
- Ehri, L., Nones, S., Willows, D., Schuster, B., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. *Reading Research Quarterly*, 36, 250-287.
- Galda, L., & Cullinan, B. E. (2002). *Literacy and the child* (5th ed.). United States: Wadsworth.
- Gunning, T. G. (2010). *Assessing & Correcting Reading and Writing Difficulties*, 4th edition. Boston, MA: Pearson.
- International Reading Association. (1999). *Excellent reading teachers: A position statement of the International Reading Association* [Brochure]. Newark, DE: Author.
- International Reading Association. (2003). *Investment in teacher preparation in the United States: a position statement of the International Reading Association*. [Brochure]. Newark, DE: International Reading Association.
- Leslie, L., & Caldwell, J. (2006). *Qualitative Reading inventory-4*. Boston: Pearson Education.
- Moore, D. W., Moore, S. A., Cunningham, P. M., & Cunningham, J. W. (2003). *Developing readers and writers in the content areas K-12* (4th ed.). New York: Allyn & Bacon.
- Morrow, L.M., & Gambrell, L.B. (2000). Literature-based reading instruction. In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 563-586). Mahwah, NJ: Erlbaum.
- National Institute for Literacy. (2000). Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction, reports of the subgroups. Washington, DC: Author.
- Reutzel, D. R., & Cooter, R. B., Jr. (2011). *Strategies for reading assessment and instruction*. Boston: Allyn & Bacon.
- Tierney, R. J., & Readence, J. E. (2000). *Reading strategies and practices: A compendium* (5th ed.). Boston: Allyn & Bacon.
- Tompkins, G. E. (2003). *Literacy for the 21st century* (3rd ed.). NJ: Merrill Prentice Hall.

Tentative Course Calendar:

| Less on No. | Title | Assignments |
|-------------|------------------------------------|--|
| 1 | Introduction to Reading Assessment | Please see calendar attached to this syllabus. |
| 2 | Early Literacy Assessments | Please see calendar attached to this syllabus. |
| 3 | Oral Reading | Please see calendar attached to this syllabus. |
| 4 | Comprehension | Please see calendar attached to this syllabus. |
| 5 | Writing | Please see calendar attached to this syllabus. |
| 6 | Planning Intervention | Please see calendar attached to this syllabus. |
| 7 | Providing Intervention | Please see calendar attached to this syllabus. |
| 8 | A Case Study | Please see calendar attached to this syllabus. |

DESCRIPTION OF ASSIGNMENTS

PLEASE NOTE: THE ASSIGNMENTS LISTED IN THIS SYLLABUS ARE THE ONES FOR WHICH YOU ARE RESPONSIBLE FOR THE COURSE. If you find discrepancies between this syllabus and the information in the online site, follow the information in this syllabus.

Chat Session Attendance

6 weeks x 5 points = **30** points

You must attend 6 of the 7 first chats; you choose which of the 6 you will attend. I suggest attending the first 6 chats so that if an emergency occurs, you will have the leeway to take off that week without losing any points. Week 8's chat session is optional.

Each week's attendance at the chat session will be graded according to the following sample rubric. I'll post the grades in the grade book each week.

| Log In | | |
|-------------------|-------------------|-----------------------|
| Logged in by 8:20 | Logged in by 8:10 | Logged in by 8:05 EST |
| 1 | 3 | 5 |

Field Experience Time Sheet

The university requires that you complete a field experience time sheet indicating a minimum of 15 hours of field experience for this course. This is not additional observation time; rather, these 15 hours consist of the time that you spend planning for and meeting with your case study child. I am sure that you will have accumulated more than 15 hours (900 minutes) for the case study. If you have more than 15 hours to document, please include them.

In the "level of involvement" column of the form, choose "Participation" if the child is not in your classroom, or an "Implementation" if the child is a student in your regular classroom.

- In the "summary of your experiences" column, simply write what you did; for example you might write "administered a running record" or "planned instructional interventions."

It is easier for me to keep track of your hours if you submit the forms in increments of 5 hours (300 minutes), or you may simply submit one form at the end that includes all of your hours.

You will receive 20 points if the document is received by me (via your online completion of the form) on or before the due date. If received after the due date, your total points will be reduced by 25% for each day it is late.

If you do not complete the time sheet by the end of the course, your grade in the course will be listed as an incomplete until you submit it.

Here is the form with information from me in blue font:

| Field Experience Reporting | | | |
|--|----------------------------|----------------------------|-----------------------------------|
| BE SURE TO COPY THE CORRECT INFORMATION FROM THE SYLLABUS/COURSE SITE FOR THIS TOP SECTION. IF YOU FILL IT IN INCORRECTLY, YOU WILL NOT GET CREDIT FOR YOUR TIME SHEET. | | | |
| Year | <input type="text"/> | Semester | <input type="text"/> |
| Session | <input type="text"/> | Visit Date: | <input type="text"/> |
| Course Number: | <input type="text"/> | Section: | <input type="text"/> |
| Level of Involvement: | <input type="text"/> | Time Spent: | <input type="text"/> |
| CHOOSE OBSERVATION, IMPLEMENTATION, OR PARTICIPATION BASED ON YOUR ROLE. | | | |
| Summary: | | | |
| FILL IN WITH A BRIEF SUMMARY OF WHAT YOU DID IN THIS CLASSROOM OR WITH THIS STUDENT. | | | |
| Teacher Demographics | | | |
| YOUR INFO (NOT YOUR MENTOR'S) GOES IN THE BOXES BELOW. | | | |
| First Name: | Last Name: | E-mail: | Phone: |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Years Teaching Experience: | <input type="text"/> | Certification area(s): | <input type="text"/> |
| Gender: <input type="radio"/> M <input type="radio"/> F | Rank: <input type="text"/> | Race: <input type="text"/> | School Name: <input type="text"/> |
| Classroom Demographics | | | |
| CHECK THIS BOX (TO THE LEFT) IF THE STUDENT POPULATION IS DIVERSE IN ANY WAY (SES, ETHNICITY, SPECIAL NEEDS, LANGUAGE, ETC.) | | | |
| <input type="checkbox"/> Diverse Population | | | |
| <input type="checkbox"/> I certify that the information in this form is accurate. | | | |

COMPREHENSIVE ASSIGNMENT -- STUDENT CASE STUDY

For the duration of this course on reading and writing assessments, you will be instructed in how to administer, analyze, and organize student data. By the end of this course, you will be required to show what you've learned by submitting a student case study. This case study will include several assessments and is explained in detail below.

The case study will demonstrate your ability to use assessment to plan and guide instruction. It will be developed throughout the course. To complete the case study, you must find a child to whom you may administer assessments. This child may be a student from your class or a child that you know from your day-to-day life.

There are 3 parts of the Student Case Study:

1. Case Study: Preliminary Information
2. Case Study: Assessment Results
3. Case Study: Goals, Interventions, & Reflection

Place each part in its drop box. You will find the drop boxes in the Lessons tab in the Drop Boxes folder. The drop boxes are called "Turn It In" drop boxes. Due to accessibility issues, the due dates on the drop boxes may not be set to the correct dates. Please see the calendar on this syllabus for precise due dates.

1. Case Study Preliminary Information

The first week of class, locate a student to whom you can administer assessments. Once you find the child you will use for your case study, post the child's grade level, age, and pseudonym in the drop box. DO NOT post the child's name. You will be required to begin administering assessments as early as the second week.

The purpose is to provide me with information about your case study child. Go to the drop box and simply post the pseudonym, age, and grade level of the child you selected for your case study.

Your response will be graded on a six-point rubric:

- 0 - no response; or posted more than 2 days late
- 2 - limited response; or posted 2 days late
- 4 - adequate response; posted 1 day late
- 6- complete response; posted on time

2. Case Study Assessment Results Paper

You will administer the following assessments to the child you choose for your case study; and each of these will be explained in subsequent weeks:

■ Attitude inventory – see McAndrews, Ch. 7 and p. 326-330
■ QRI: Word List Assessment – see *QRI-5*

■ QRI: Passage Assessment – see *QRI-5*
■ Includes the

■ Assessment of Prior Knowledge (Concept questions)
■ Oral Reading Miscue Analysis
■ Assessment of Comprehension Question

■ Sentence dictation OR writing assessment – see McAndrews, Ch. 3 and p. 292 OR Ch. 6 and 314-317

Due dates must be adhered to for all case study assignments. Assignments that are not received by the due dates will be given only half of the points earned. Unless special arrangements are made in advance, no paper will be accepted more than one week late. All materials must be submitted with the papers and will not be accepted afterwards.

Follow the format and criteria outlined below to create your paper. Use the headings for each section as noted below. You may download this section of the syllabus in a Word document from our course site. Go to the Lessons tab to find the document titled [Case Study Assessment Results Paper Outline & Directions - IMPORTANT DOCUMENT](#). After downloading this document, you may simply delete the directions from it and insert your assessment data in the correct places.

Case Study Assessment Results Paper

Section 1: Background Information (one short paragraph)

Pseudonym of

child Age of child

Grade level of child

Findings from one attitude inventory (see McAndrews Ch. 7 and 324-

330) Brief description of the primary setting of the assessments

(where: school, home, etc., and when: after school, during school, weekends, etc.)

Section 2: QRI Student Profile Chart

Directions:

Please use this format instead of the pdf file included with our textbook. Although this format differs slightly from the chart in our text (*QRI-5, page 87*), please follow the directions in our text for completing this assessment and filling in the chart.

Word Identification:

Each column of each chart represents a word list. You will probably need to administer more than one list, but, you may not need use all columns to determine an independent, instructional, and frustration level.

| | | | | | | | |
|---------------------|--|--|--|--|--|--|--|
| Grade level of list | | | | | | | |
| % Automatic | | | | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| Automatic level (independent, instructional, frustration) | | | | | | | |
| % Total | | | | | | | |
| Total level (independent, instructional, frustration) | | | | | | | |

Oral and/or Silent Reading:

Each column of each chart represents a passage. You will probably need to administer more than one list/passage to determine an independent, instructional, and frustration level, but you do not need to administer more than 5 passages. If your student reads below the 3rd grade level, you will only give oral reading passages. In order to be able to fill in the Miscue Analysis Worksheet, at least one oral passage must be administered. Please see **pages 57-58** of the QRI-5 text for more information.

| | | | | | |
|--|--|--|--|--|--|
| Passage name | | | | | |
| Readability Level | | | | | |
| Oral or Silent Reading | | | | | |
| Passage Type (E=expository; N=narrative) | | | | | |
| Concepts Familiar % | | | | | |
| % Total Accuracy | | | | | |
| Level (independent, instructional, frustration) | | | | | |
| # Explicit Correct | | | | | |
| # Explicit Correct w/Look- Backs | | | | | |
| # Implicit Correct | | | | | |
| # Implicit Correct w/Look- Backs | | | | | |
| % Comprehension | | | | | |
| Level (independent, instructional, frustration) | | | | | |
| % Comprehension w/Look- Backs | | | | | |
| Level w/Look-Backs (independent, instructional, frustration) | | | | | |

Section 3: QRI Miscue Analysis Chart

Directions:

Fill in this chart in Word format **and copy/paste it to insert it into Section 3** of your Case Study: Assessment Results paper. Please use this format instead of the pdf file included with our textbook. Although this format differs slightly from the chart in our text (**QRI-5, page 66-68**), please follow the directions in our text for completing this assessment and filling in the chart. Write the text word in the first column and the mispronunciation (error/miscue) in the second column. Use check marks in the remaining columns. For our purposes, you will fill in no more than 15 words in this chart. If your child makes less than 15 miscues, please simply note that in an empty row. Combine miscues from multiple passages on this chart until you have 15 miscues or run out of rows on the chart.

| 1. Text Word | 2. Miscue | 3. Similar Letter-Sound Patterns | 4. Changes Meaning | 5. Corrected | 6. Does Not Change Meaning | 7. Corrected |
|---|-----------|----------------------------------|-----------------------------|-----------------------|----------------------------|-------------------|
| SAMPLE: behind | beneath | x | | | x | |
| | | | | | | |
| | | | | | | |
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| | | | | | | |
| Total Miscues (write totals in the row below this one) | | 3. Similar Letter-Sound | 4. Changes Meaning Miscues: | 5. Corrected Meaning- | 6. Non-Meaning-change | 7. Corrected Non- |

| | | | | | |
|-----------------------|----------|--|----------------|---------|------------------------|
| | Patterns | | Change Miscues | Miscues | Meaning-change Miscues |
| Columns Total: | | | | | |

Section 4: Sentence Dictation or Writing Assessment

You may choose to administer either the Sentence dictation OR writing assessment. In two paragraphs, discuss your findings. What strengths and areas of need were found?

Strengths (1 paragraph)

Areas of Need (1 paragraph)

3. Case Study Goals, Interventions, & Reflection Paper

Due dates must be adhered to for all case study assignments. Assignments that are not received by the due dates will be given only half of the points earned. Unless special arrangements are made in advance, no paper will be accepted more than one week late. All materials must be submitted with the papers and will not be accepted afterwards.

Follow the format and criteria outlined below to create your paper.

Section 1: Background Information

(one short paragraph – copy/paste it from your previous Assessment Results paper)

Pseudonym of

child Age of child

Grade level of child

Findings from one attitude inventory (see McAndrews Ch. 7 and 324-

330) Brief description of the primary setting of the assessments

(where: school, home, etc., and when: after school, during school, weekends, etc.)

Section 2: Summary of the Findings

Strengths *(2 paragraphs: one short paragraph for each strength)*

*List and describe 2 of the child's strengths related to literacy. Be sure to support each one with **specific data from the assessments**. For example, you may write, "As evidenced by the results of the attitude inventory, Student A enjoys reading...For example, he..."*

Areas of Need *(2 paragraphs: one short paragraph for each area of need)*

*List and describe 2 of the child's areas of need related to literacy. Be sure to support each one with **specific data from the assessments**. For example, you may write, "As evidenced by the results of the spelling inventory, Student A has difficulty with short vowel sounds...For example, he..."*

Section 3: Recommendations & Instructional Interventions

Your Recommendations & Instructional Interventions section should include the following subheadings:

■ Goal #1

*Choose one instructional goal that you base on your findings cited in the sections above. Be sure that your goal targets a key aspect of literacy and is developmentally appropriate for your child. Next, **describe** two activities/instructional approaches that would help attain the goal.*

■ Goal #2

*Choose one instructional goal that you base on your findings cited in the sections above. Be sure that your goal targets a key aspect of literacy and is developmentally appropriate for your child. Next, **describe** two activities/instructional approaches that would help attain the goal.*

■ Interventions

In the Interventions section, you will choose 3 activities/instructional approaches

that you wrote about in your Goals and apply them in a tutorial setting with the child. Write a reflective account of these interventions in the Intervention section. In these reflections, discuss what went well, what areas need further attention, the response of the child, your feelings as a literacy instructor, etc.

■ **Supplemental Materials**

*Create a minimum of 3 supplemental materials that you could use to meet the goals of your child and use in your Intervention sessions. Ideas include (but are not limited to) word sorts, word banks, hands-on games, and LEAs. **Do not create traditional worksheet papers.** Most of this section will consist of photos or copy/pastes of the items you create. Be sure to explain how these items would be used to help the child meet one of your goals. This explanation may be included in the Interventions section rather than this section. This section may look something similar to:*

■ **Supplemental Materials**

1. *Word sort of long /a/ and short /a/ words (see Appendix A) and explanation of how this was used in the Intervention section.*
2. *Website of word sorts (see list website here) and explanation of how this was used in the Intervention section.*
3. *Cause and effect graphic organizer (see Appendix B) and explanation of how this was used in the Intervention section.*

Section 4: Self Evaluation and Reflection

Finally, assess your own strengths and weaknesses as an evaluator (1 paragraph for each)

Although this is not a requirement of this course, you may also want to fill in a self-evaluation form so that you can use it as documentation to support your teaching competency when you exit the program. If you choose to use this, simply fill it in and then save it so you can later include in your portfolio for the University. The form may be downloaded here: _

http://www.ucumberlands.edu/academics/education/faculty/mgibson/forms/KTIP_IP_R_ST.doc

Case Study: Assessment Results

Rubric: 39 points total

Section 1: Background Information (1 Paragraph) (9 points)

| | 3 | 2 | 1 | 0 |
|---------------------------|--|--|---|--------------------------|
| Student Data | Child's first name/pseudonym, grade level, & age are included. | Some relevant information is not included. | Much relevant information is omitted. | This section is omitted. |
| Attitudinal Data | Brief summary of attitude (based on inventory) is included. | Some relevant information is not included. | Much relevant information is omitted. | This section is omitted. |
| Setting of the Assessment | The setting of the assessment (where: school, home, etc., and when: after school, during school, weekends, etc.) is noted. | Some conclusions are based on assessment data. | Assessment results do not support the conclusion. | This section is omitted. |

Section 2: QRI Student Profile Chart (12 points)

| | 3 | 2 | 1 | 0 |
|--|---|--|---------------------------------------|--------------------------|
| Word Identification Chart: Levels | Independent, instructional, and frustration levels are indicated. | Some relevant information is not included. | Much relevant information is omitted. | This section is omitted. |
| Word Identification Chart: Completion | All relevant information is included. | Some relevant information is not included. | Much relevant information is omitted. | This section is omitted. |
| Oral/Silent Reading Passages: Levels | Independent, instructional, and frustration levels are indicated. | Some relevant information is not included. | Much relevant information is omitted. | This section is omitted. |
| Oral/Silent Reading Passages: Completion | All relevant information is included. | Some relevant information is not included. | Much relevant information is omitted. | This section is omitted. |

Section 3: QRI Miscues Chart (3 points)

| | 3 | 2 | 1 | 0 |
|---------------|---------------------------------------|--|---------------------------------------|--------------------------|
| Miscues Chart | All relevant information is included. | Some relevant information is not included. | Much relevant information is omitted. | This section is omitted. |

Section 4: Sentence Dictation or Writing Assessment (6 points)

| | 3 | 2 | 1 | 0 |
|-------------------------|--|--|---|--------------------------|
| Strengths Paragraph | Strengths supported by assessment results, are discussed. | Some conclusions are based on assessment data. | Assessment results do not support the conclusion. | This section is omitted. |
| Areas of Need Paragraph | Areas of need, supported by assessment results, are discussed. | One area of need, supported by assessment results, is discussed. | Assessment results do not support the conclusion. | This section is omitted. |

Format & Mechanics (9 points)

| | 3 | 2 | 1 | 0 |
|---|---|--|---|---|
| Structure | Headings and format is strictly adhered to. | Headings and format is mostly adhered to. | Headings and/or format is/are loosely adhered to. | Headings and/or format is/are not adhered to. |
| Charts | Charts are inserted directly in paper for Sections 2 and 3. | Some charts are inserted directly in paper for Sections 2 and 3. | Few charts are inserted directly in paper for Sections 2 and 3. | This section is omitted. |
| Structure & Mechanics (of the entire paper) | No errors in mechanics or grammar. | Few errors in mechanics or grammar. | Few errors in mechanics and grammar. | Numerous errors in mechanics and/or grammar. |

Case Study: Goals, Interventions, & Reflection Paper

Rubric (41 points)

Section 1: Background Information (3 points)

| | 3 | 2 | 1 | 0 |
|--------------|---------------------------------------|--|---------------------------------------|--------------------------|
| Student Data | All required information is included. | Some relevant information is not included. | Much relevant information is omitted. | This section is omitted. |

Section 2: Summary of the Findings (6 points)

| | 3 | 2 | 1 | 0 |
|---------------|--|--|---|--------------------------|
| Strengths | 2 strengths, supported by assessment results, are discussed. | 1 strength, supported by assessment results, is discussed. | Assessment results do not support the conclusion. | This section is omitted. |
| Areas of Need | 2 areas of need, supported by assessment results, are discussed. | 1 area of need, supported by assessment results, is discussed. | Assessment results do not support the conclusion. | This section is omitted. |

Section 3: Recommendations and Instructional Interventions (20 points)

| | 5 | 4 | 3 | 2 | 1 | 0 |
|------------------------|--|--|--|---|--|--------------------------|
| Goal #1 | The goal is based on assessment results, & is developmentally appropriate. AND At least 2 suggested activities/instructional approaches are described that would help attain the goal. | At least 2 suggested activities/instructional approaches are stated that would help attain the goal. AND The goal is based on assessment results, & is developmentally appropriate. | At least 2 suggested activities/instructional approaches are stated that would help attain the goal. BUT The goal does not meet one of the following criteria: is based on assessment results & is developmentally appropriate. | Only 1 suggested activity/instructional approach is described that would help attain the goal. OR The goal does not meet two of the following criteria: is based on assessment results & is developmentally appropriate. | Only 1 suggested activity/instructional approach is described that would help attain the goal. AND The goal does not meet any of the following criteria: is based on assessment results & is developmentally appropriate. | This section is omitted. |
| Goal #2 | The goal is based on assessment results, & is developmentally appropriate. AND At least 2 suggested activities/instructional approaches are described that would help attain the goal. | At least 2 suggested activities/instructional approaches are stated that would help attain the goal. AND The goal is based on assessment results, & is developmentally appropriate. | At least 2 suggested activities/instructional approaches are stated that would help attain the goal. BUT The goal does not meet one of the following criteria: is based on assessment results & is developmentally appropriate. | Only 1 suggested activity/instructional approach is described that would help attain the goal. OR The goal does not meet two of the following criteria: is based on assessment results & is developmentally appropriate. | Only 1 suggested activity/instructional approach is described that would help attain the goal. AND The goal does not meet any of the following criteria: is based on assessment results & is developmentally appropriate. | This section is omitted. |
| Interventions | At least 3 highly effective interventions to meet at least one goal are conducted & explained. Narrative demonstrates qualities of a highly reflective practitioner. | At least 3 effective interventions to meet at least one goal are conducted & explained. Narrative demonstrates qualities of a reflective practitioner. | At least 3 effective interventions to meet at least one goal are conducted & explained. Narrative contains some reflective thought. | At least 2 interventions that will meet at least one goal are conducted & explained. | At least one intervention that will meet at least one goal is conducted & explained. | This section is omitted |
| Supplemental Materials | Supplemental material is of exceptional professional quality and will enhance student learning towards one of the stated goals. | Supplemental material is of professional quality and will enhance student learning towards one of the stated goals. | Supplemental material lacks professional quality or neatness but will enhance student learning towards one of the stated goals. | n/a | Supplemental material lacks professional quality or neatness and does not target one of the stated goals. | This section is omitted |

Section 4: Self Evaluation & Reflection (6 points)

| | 3 | 2 | 1 | 0 |
|---------------------------------------|---|---------|------------|--------------------------|
| Strengths | Exemplary. Student is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others. | Average | Negligible | This section is omitted. |
| Areas for Professional Devt. & Growth | Exemplary. Student is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others. | Average | Negligible | This section is omitted. |

Format & Mechanics (6 points)

| | 3 | 2 | 1 | 0 |
|---------------------------------|---|---|---|---|
| Structure | Headings and format is strictly adhered to. | Headings and format is mostly adhered to. | Headings and/or format is/are loosely adhered to. | Headings and/or format is/are not adhered to. |
| Mechanics (of the entire paper) | No errors in mechanics or grammar. | Few errors in mechanics or grammar. | Few errors in mechanics and grammar. | Numerous errors in mechanics and/or grammar. |

Field Experience Hours ~ What counts and what does NOT count?

The definition of field experience from NCATE is:

Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to **observe** in schools, other agencies, tutor students, **participate** in education-related community events, **interact** with families of students, **attend** school board meetings, and **assist** teachers or other school professionals prior to clinical practice. It should reflect the unit's conceptual framework and help candidates continue to develop the content, professional and pedagogical knowledge, skills and professional dispositions delineated in standards.

Candidates in advanced programs for teachers participate in field experiences that require them to **apply course work** in classroom settings, **analyze** P-12 student learning, and **reflect** on their practice in the context of theories on teaching and learning. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research and the application of knowledge related to students, families, and communities.

NCATE Glossary definition below

<http://www.ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx>

“Field Experiences. A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.”

The following items count as field experience.

Direct classroom observation of a teacher teaching always counts as a field experience.

Direct instruction as a teacher or co-teacher always counts as a field experience.

Assisting a teacher or other school professional counts as a field experience.

Tutoring of students individually or in small groups would also count as a field experience. Note that the tutoring can occur in community centers or homeless shelters as well as in schools.

Time spent analyzing the learning of students and reflecting on your instruction “practice in the context of theories on teaching and learning” counts as a field experience.

Attending PTA or PTSO meetings or any other education-related community event would also count as a field experience.

Professional development activities, conference attendance, school-based council meetings, and interaction with families of students count as field experiences.

INTERVIEWS For an hour or two of the field experience requirements, you could interview 3 or more in-service teachers, the counselor, the school library media specialist, or administrators. **THIS IS NOT the**

same as the KTIP Observation Form for KTS that is part of the classroom observations for field experience. This is a separate interview of an in-service teacher or administrator.

You may attend school board meetings for field experience hours. Note the date, time, location, and agenda items on your time sheet.

What does NOT count:

Your time in constructing lesson plans does NOT count toward your field experience hours.

Your time visiting and volunteering in a classroom.

Your time teaching during school hours or after school hours for which you are paid. This is directly from the EPSB.

Candidates are required to have field experience hours at all levels of public education, K -12: elementary, middle, and secondary.

These activities are Kentucky School Code 16 KAR 5:040 and can be located at:

<http://www.lrc.state.ky.us/kar/016/005/040.htm>

University of the Cumberland

KTIP Implemented Lesson Plan Documentation for ENOL & REOL Courses Instructional Unit Lesson Plan and Teaching Experience Evaluation

This form is to be emailed to the course professor at: {PUT YOUR EMAIL ADDRESS HERE}

Name of Student: _____ Date: _____

Title of Lesson: _____ Evaluator: _____

Evaluator's email address: _____

School: _____ Grade: _____

| KY/UC Standards | | D | PD | ND |
|-----------------|--|---|----|----|
| 2 | Is well planned, lesson objectives support Core Content, Program of Studies Academic Expectations, Kentucky Core Academic Standards and Kentucky 's Common Core and Quality Core | | | |
| 2,4,5,7 | Thoroughly disaggregates student, classroom, school and district <i>data</i> to prescribe effective instruction targeting strengthening student achievement and closing achievement gaps | | | |
| 5 | There is evidence of pre-, formative, summative and or self assessment in preparation for creating strategies and procedures for this lesson. | | | |
| 2,4 | Creates a logical lesson plan based on student needs | | | |
| 1 | Demonstrates a current and sufficient academic knowledge of targeted content areas to develop student knowledge and performance in those areas. | | | |
| 1 | Connects content to real world/life experiences | | | |
| 1 | Instructional Strategies are research based and appropriate for content and contribute to student learning. | | | |
| 4 | Teacher actively engages students in the lesson | | | |
| 4 | Time, space and materials are used effectively | | | |
| 3 | Teacher communicates high expectations and establishes a positive learning environment | | | |
| 3,4,11,12 | Student diversity is valued and individual needs, abilities, and learning styles are addressed | | | |
| 6 | Teacher uses technology/media effectively | | | |
| 8,10 | UC Pre-Service Teacher Candidate collaborates with and maintains a professional dialog with the Classroom Teacher of Record | | | |
| 3,4 | All materials and resources are prepared and well organized | | | |
| 3,4 | Uses correct grammar, articulates clearly, has legible handwriting and correct spelling | | | |

Scale: D- Demonstrated; PD – Partially Demonstrated; ND – Not Demonstrated

Narrative Data From Classroom Teacher of Record

UC Teacher Candidate Strengths:

UC Teacher Candidate Areas for Growth:

[illegible]**Comments:**

Teacher of Record /Evaluator {ELECTRONIC} Signature:

Your signature verifies that the UC Teacher Candidate completed a 20 to 40-minute KTIP-lesson plan as part of his or her field experience in your classroom during the Fall 2012 Semester. Thank you for your time, cooperation and collaboration with University of the Cumberlands Education Department and Teacher Candidates.

July 2012

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------------|--|---|-----------|--|--|--|
| 1 Week 1 | 2 Summer 2 courses begin | 3 | 4 | 5 Chat 8:00- 9:30 PM (EST): Overview of course & attitude | 6 | 7 Read QRI-5 Chapters 1 to 6 and McAndrews Chapter 7 by next week's chat. |
| 8 Week 2 | 9 Case Study Student informatio n due to drop box by 11:30 PM | 10 Write paragraph 1 of Case Study: Findings & Goals paper and be ready to discuss it during this week's chat – this does not get turned in yet. | 11 | 12 Chat 8:00- 9:30 PM (EST): Overview of QRI sight word assessment | 13 Administer the QRI-5 Sight Word Assessment, fill in that part of the chart, and be ready to discuss it during next week's chat – this does not get turned in yet. | 14 Read QRI-5 Chapters 7 to 13 by next week's chat. |
| 15 Week 3 | 16 | 17 | 18 | 19 Chat 8:00- 9:30 PM (EST): Brief review of QRI sight word assessment; Overview of QRI Passages | 20 Administer the QRI-5 Passages (including Prediction & Comprehension questions), fill in that part of the chart, and be ready to discuss it during next week's chat – this does not get turned in yet. | 21 Read McAndrews, Chapters 1 and 2 by next week's chat. |
| 22 Week 4 | 23 | 24 | 25 | 26 Chat 8:00- 9:30 PM (EST): Brief review of QRI Passages; | 27 Administer Sentence Dictation/Writing Assessment, fill in that part of the paper, and be ready to discuss it during chat - not turned in yet. | 28 Read McAndrews, Chapters 3 and 4 by next week's chat. |
| | | | | | | |

August 2012

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-------------------|--|---------|-----------|---|--|--|
| July 29 Week 5 | July 30 | July 31 | 1 | 2 Chat 8:00-9:30 PM (EST): Overview of Case Study: Goals, Interventions, | 3 | 4 Read McAndrews, Chapters 5 and 6 by next week's chat. |
| 5 Week 6 | 6 Due: Case Study: Assessment Results paper due to drop box by 11:30 | 7 | 8 | 9 Chat 8:00-9:30 PM (EST): Q & A session for Case Study paper | 10 If you haven't started yet, begin to administer interventions. | 11 |
| 12 Week 7 | 13 | 14 | 15 | 16 Optional Chat 8:00-9:30 PM (EST): Make-up chat for anyone who missed a chat | 17 | 18 Time sheet (use online form; not a drop box) by 11:30 PM |
| 19 Week 8 | 20 Case Study: Goals, Interventions, & Reflection due to drop box by 11:30 PM | 21 | 22 | 23 Summer 2 courses end No chat tonight | 24 | 25 |